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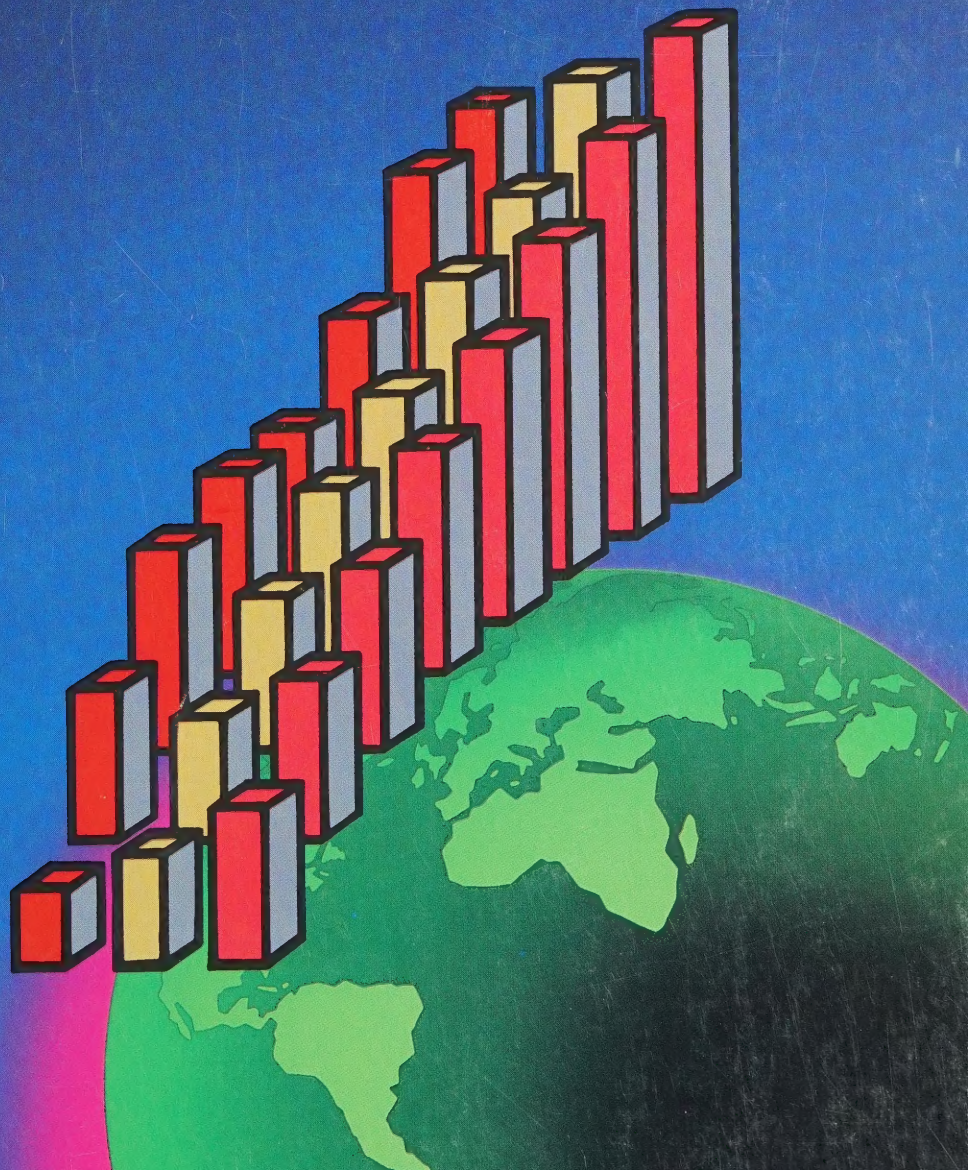


Canadian International  
Development Agency

Agence canadienne de  
développement international

# A DEVELOPING WORLD

## *TEACHER'S GUIDE*





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## *Table of Contents*

Foreword	5
Development Education	8
● Definition	8
● Some principles	9
Psychopedagogical Profiles and How They Influence the Choice of Activities	
● psychopedagogical characteristics of early childhood	11
● psychopedagogical characteristics of late childhood	13
● psychopedagogical characteristics of preadolescence	16
● psychopedagogical characteristics of mid-adolescence	19
● psychopedagogical characteristics of late adolescence	21
● psychopedagogical characteristics of early adulthood	23
● psychopedagogical characteristics of adulthood	24
Themes and Objectives	
<i>Theme 1: Learning about the World through Use of the Map</i>	26
<i>Theme 2: All about Differences</i>	27
<i>Theme 3: All about Interdependence</i>	28
<i>Theme 4: Developing Positive Attitudes</i>	29
<i>Theme 5: Involvement through Solidarity</i>	31
Summary of Objectives	32
Structure of the Sheets	34
The Nature of the Activities	35
Use of the Activity Sheets	36





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## *Foreword*

This teacher's kit on development education was designed to be used with the map, "A Developing World", produced by the Canadian International Development Agency. It contains a teacher's guide and three activity modules. It was prepared by a team from the Faculty of Education at the University of Ottawa, under the direction of Professor Michel Saint-Germain.

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The team wishes to thank the teachers and pupils of the various educational institutions who provided input with respect to possible activities and reviewed the material produced.

We welcome any comments or ideas for new activities. We depend on feedback from you for improving the presentation and content of the kit.

Youth Editions

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## *Introduction*

This teacher's kit, A Developing World, contains two types of documents. First, the Teacher's Guide outlines the psychopedagogical profiles of the target groups: early childhood, late childhood, preadolescence, mid-adolescence, late adolescence, early adulthood and, lastly, adulthood. Taking into account the characteristics of these various developmental stages, Activity Sheets are based on the map, "A Developing World", published by the Canadian International Development Agency.

The Activity Sheets are arranged in three modules:

*Module 1:* Early and late childhood (ages 6 to 11)

*Module 2:* Preadolescence and adolescence (ages 12 to 17)

*Module 3:* Late adolescence, early adulthood, adulthood (age 18 or over)

They correspond roughly to the primary, secondary, postsecondary and adult levels of education.

The map, "A Developing World", supports each activity, or, in other words, all the activities make use of the map.

## *Development Education*

### *Definition*

Development education aims to open a window on the world — not in the sense of conquest, but rather to develop a greater sense of sharing. It goes beyond learning to understanding and appreciation of the events and realities of the modern world. We use the term “appreciation” in its generic sense, to indicate an evaluation or value judgment of someone or something. No one can remain indifferent to what is happening on this planet; development education is therefore education about respect for differences, about dialogue of cultures and civilizations, in short, education about humanity.

Today, development education is no longer incidental, secondary or an exotic adjunct to the development of the individual; on the contrary, it is necessary in order to understand international events and, indirectly, to understand the many cultures that make up the Canadian reality.

For this, development education must begin with the individual’s most immediate everyday experiences at home, at school, in the workplace, and in the community, gradually broadening to include other, more distant realities. Change in the individual brought about by the educational process must be rooted in the affective or emotional, must be the outcome of reflection, and must be more than merely informational or cognitive in nature. This change must also become apparent through action in some form of solidarity.



### *Some Principles*

Development education is based on the following basic principles:

- Development education is not confined to one or two subjects. It is global and interdisciplinary. It explores the boundaries between disciplines. In this sense, it transcends and encompasses the other disciplines, forming a point of convergence. This is concretely applicable, because it provides a synthesis which permits the exploration of reality and more accurately depicts that reality.
- Development education is gradual, personal learning that progresses from awareness to action. It **transforms** rather than **forms** the individual. The **Developing World** ceases to be an abstract concept; it is integrated and experienced by the individual and actualized through less ethnocentric, more idealistic behavior.
- Development education must not only inform; it must be a new approach to the world and its development. It therefore does not separate the teacher from his\* pupils; it implicates the family, the teacher, the pupil, the community, and the adult simultaneously in judgments, attitudes, values and knowledge. (There is therefore no right or wrong answer, there being no workbook. . . .) Thus, development education is a forum for comparing analyses and interpretations to allow critical thinking to develop. It is the learning of participation, questioning and open-mindedness. It must, however, be more than mere understanding through common sense or theoretical explanations; it must lead to acts of solidarity through the development of positive attitudes.
- Development education aims to develop a critical sense, lead to a demand for justice and eliminate the fear of exposing the roots of **misdevelopment**. This education seeks to develop human values.

- Development education is education for change, not survival, conquest or adaptation. This change is personal and depends on the meaning given life. Any change in attitude progresses through three stages: enhanced or new knowledge (the cognitive stage), leading to new attitudes, new ways of seeing things (the affective stage), and translating into new ways of doing things (the behavioral stage).
- Development education, through reflection and the search for means of involvement, must enable individuals to discover a new meaning of existence.
- Development education must present the positive side of development and human activity. Too often the media present only the negative side: misery, war, famine, and so on. It must extend beyond sensationalism, sentimentalism and guilt. Any openness to others must be positive and fulfilling.
- Development education must present a global approach to reality by uniting the **them** and the **us**. It must be aimed, not only at the developing countries, but at the development of all cultures and all nations. It explores the global **us**. The main difficulty associated with this principle is learning to control our vision, inevitably clouded with ethnocentrism.
- Development education must approach the aspects of the human reality in terms of differences rather than qualitative comparisons. It cannot be neutral, apologist or moralistic; it must, if it is to be authentic, be both critical and realistic.
- The main challenge of development education lies in drawing a connection between distant reality and everyday concerns without lapsing into ethnocentrism, moralizing, or academic or cognitive comparisons.

These principles to some extent form the philosophical foundation of development education as conveyed through this kit. It is difficult to avoid ethnocentrism, as we are all both the product and the authors of a culture. However, the realization of this is already a good basis for effecting change.

*\* all personal pronouns include both genders*



## *Psychopedagogical Profiles* and How They Influence the Choice of Activities

This section begins with a presentation of the psychopedagogical profiles, goes on to outline the themes and specific objectives of the activities, and ends with the structure of the sheets.

The characteristics briefly presented here are essentially indicative and are in no way intended to be exhaustive. They should be regarded as parameters to guide the development of activities that make use of the map, “A Developing World”. They correspond roughly to the age group in question.

### *1. Psychopedagogical profile of early childhood* (ages 6 to 8; 1st, 2nd and 3rd year of primary school)

#### **A – Main Characteristics**

**Very concrete view of things:** At this age, the child thinks and reflects in very concrete terms, relying on what he can touch, see and hear. His thinking reflects his need to be and remain in contact with whatever is offered to him.

**Considerable handling of objects:** Since he perceives reality in a very concrete way, at this age the child takes great pleasure in handling objects. He likes to weigh, touch, place, turn and grasp objects. It is at this point that his perception of things begins to evolve.

**Limited attention span:** Because of his direct perception of things, the young child cannot focus his attention for very long on any one task. He cannot yet extend himself in time, as his faculties are not yet sufficiently well-established.

**Immediacy of emotions:** The child's emotions are intense, visible and readily perceptible. The child is able to react to everything that goes on around him. His sensibility is very superficial. Any disruption in his environment provokes in him emotional responses of joy, sadness, pleasure, and so on.

**Closeness of emotional, social, physical relationships:** The child is in touch with his emotions and sensitive to his relationships with the people and objects of his immediate surroundings. He reacts at once to the quality of emotional, social or physical relationships. A warm welcome has an effect on him, as does indifference. The child is very sensitive to the moods of others. His sensitivity is keen. This fragile dimension of the child should therefore be respected.

**Very sensitive to shapes, colors, etc.:** The child is immediately drawn to shapes and colors. He is very receptive to this type of stimulation, and is fascinated by motion.

**Need for immediate reinforcement:** The child is generally impatient. He finds the time long. He needs immediate reinforcement of his activities and actions. This is no whim, but a need. He wants and demands immediate gratification. The adult must indicate to the child appreciation or disapproval. This immediate reinforcement often enables the child to carry on with something that interests him. His motivation is often conditional upon whether or not he is told that what he is doing is appreciated.

**Very limited ability to project in time:** He is still very much in touch with his emotions, focussed on the concrete and preoccupied with the handling of objects. The child's capacity to project in time is limited. He perceives and thinks of time in terms of days and weeks. He sees everything in concrete terms, and the future is still beyond his understanding. For the child, time is what is happening now. This characteristic is very important, for at this stage, planning is beyond the child's mental grasp.

**Limited ability to concentrate:** Because the child is not yet able to distance himself from his surroundings, his concentration is direct but short-lived. He needs variety, change and movement from one thing to another. He cannot be expected to concentrate for long periods.



**B. How the Profile Influences the Choice of Activities:**

- The proposed activities should take into account the concrete nature of the child's thinking at this age. This means the child has a need to see, touch, hear, and so on. Contact with the activity is necessary.
- The activity should be very brief. Several brief activities are preferable to one sustained activity.
- The activity should take into account the fact that the child is very much in touch with his emotions. Nothing shocking should be introduced at this stage.
- The activity should have a certain warmth to it. This means that the human relationship should be an integral part of the proposed activity.
- The activity should be presented in a gentle and subtle way; the child will then realize that he is being looked after and is important.
- The activity should acknowledge any emotions that emerge in the child. Opportunities for expressing emotion should be seized, but dealt with subtly and considerately.

## 2. *Psychopedagogical profile of late childhood* (ages 9 to 11; 4th, 5th and 6th year of primary school).

**A. Main Characteristics**

**Intellectual distancing from the concrete:** While the intellect does not abandon the concrete, it slowly begins to move away from it. This means that the relationships with objects and people do not need to be as close in order for the child to grasp the meaning of these objects and people. At first, however, this detachment is timid and the child quickly returns to the concrete in order to consolidate his position. It also means that the child needs points of reference for establishing connections between objects, events and people. He is unable to think entirely in abstract terms.

**More aware of the significance of others for him:** His perception becomes more acute and clear. He soon realizes the significance of his relationship with others, particularly adults.

**Very sociable with peers of the same sex:** The child is very sociable with peers of the same sex. He readily interacts and is at ease. His relationships are easy-going and pleasant. He enjoys group play and is not hesitant to make a lot of friends. His social relationships are very warm and very gratifying.

**Possible distrust of some people:** At this age, the child is sociable, but must not be betrayed. He may develop distrust if he senses resistance in another, particularly an adult. This means he believes in the honesty of the relationship and the other person must be accepted by him. He is sensitive to this reality. This also means he demands to be treated the same as others his age.

**Longer attention span:** At this stage, the child's attention can be held for a longer period. He is able to set himself a task that interests him and stay with it much longer.

**Very industrious:** At this age, the child has many projects. He wants and likes to do all sorts of things. His imagination is keen and alert. This finds expression in all kinds of plans which he enjoys acting on. He is able to busy himself, amuse himself and play on his own. He is rarely bored, for he has a lot of energy and is becoming aware of it. Moreover, he responds very well to any projects he is given. He tries to do what is required, and more.

**Sustained concentration:** When something interests him, the child in this age group is much more capable of concentrating and applying himself for a far longer period. However, he must see the significance of what he is doing and his interest must be engaged. His motivation is more prolonged and consistent. He is also able to begin to follow more closely the unfolding of a situation, an event, even a thought.

**Delayed gratification:** Being able to concentrate and apply himself for longer periods of time, the child has less need for immediate gratification. He is more patient. He understands the meaning of expressions such as "later" and "at the right time, in the right place".



**Bodily awareness:** At this stage, the child, particularly a girl, begins to realize the importance of the bodily dimension. This is not yet a dimension that consumes all of the child's energies, but signs of preoccupation with the body begin to appear. The child discovers that this reality will become something very important in her life; she wonders a great deal about it.

**Ability to perceive and make distinctions:** His intellectual development enables him to identify, compare and distinguish objects, people and events far more clearly. Moreover, he enjoys doing so. Gradually, the child becomes more critical towards his environment, an interesting development once the child sets about making real distinctions between objects and people.

***B. How the Profile Influences the Choice of Activities:***

- The proposed activities should take into account the connections the child is able to draw between objects and events.
- The activities should provide opportunities for comparisons to be made between objects, situations and people.
- The activities should also call for the completion of small projects. At this age, the child likes to undertake and pursue an activity.
- Above all, the proposed activities may be in the form of questions. At this stage, questions fascinate the child and he is able to devote considerable energy to finding the answers.
- The activities should involve people. Social interaction is very important at this age. The child likes to know people and learn more about them.
- The proposed activities should take into account the fact that between the ages of 9 and 11, the child quickly grasps the nature of the relationship an individual wishes to establish with him. This reality must not be ignored.

### 3. *Psychopedagogical profile of preadolescence* (ages 12 to 14; junior level of secondary school).

#### A. *Main Characteristics*

**Emergence of formal thought:** The thinking of the preadolescent begins to move away from the concrete and incorporate some reasoning. He is now able to put forward some theories to explain certain realities. This type of thinking is, however, in its early stages and will not permanently take hold until later.

**Ability to follow a line of reasoning or thought:** He gradually becomes capable of following the development of a line of reasoning or thought, though without fully separating himself from the concrete world. The abstract gradually begins to establish itself. This means that the concrete world, while still present, may be momentarily set aside to make way for reasoning requiring less physical handling of objects, so that the child begins to react to certain more speculative statements.

**Period of egocentrism:** At this stage, the preadolescent may feel he is the centre of attraction. He believes he is being observed, watched. He may also feel threatened. He may experience successive bouts of anxiety. His sense of humor is not yet developed. In addition, any ridicule offends his sense of who he thinks he is.

**Physical betrayal:** Because the preadolescent is entering puberty, his body becomes foreign to him, betraying him with its outward signs of puberty. This traumatizes and amazes him, and makes him insecure. He is dominated by periods of ambivalence. At times, the preadolescent has difficulty recognizing himself.

**Strong emotional periods:** With the onset of puberty comes a period when the emotions are close to the surface. His reactions may be intense, immediate, unexpected and at times violent.

**Failure to make distinctions:** Because he sometimes experiences violent emotions and is developing his ability to reason, the preadolescent is not always able to make a clear distinction between the emotional and the rational. He may confuse the two, leading to a distortion of reality for both himself and others and, consequently, to some difficulty in communicating. As a result, he has difficulty taking eventualities into account, particularly where he is directly concerned.

**Lack of subtlety in his thinking:** For the same reasons, the preadolescent is very categorical. He is very frank and direct. He often makes sweeping statements and demonstrates little subtlety in his thinking.

**Intensely sociable:** The relationships between preadolescents are strengthened. This becomes very important. The gang or the crowd begins to take shape, prompting the preadolescent to be demanding of the others. He may be very critical of anyone not in his group. At the same time, he may become a “follower” and highly impressionable.

**Sense of freedom, independence:** This is very characteristic of this period. His thinking tricks him into believing and feeling that he is ready to accept freedom and independence. But this is still an illusion. His conscience is not sufficiently developed, his freedom is obviously still limited. But he wants to make all of his own decisions, even those that are unwise or vague.

**Begins to challenge authority:** Though not yet rebellious, the preadolescent is beginning to challenge authority and to doubt its relevance and applicability. This creates inner conflict and could provoke confrontation. He wants to establish his own priorities without interference from others, but often is not yet capable of doing so.



***B. How the Profile Influences the Choice of Activities:***

- The activities should gradually and steadily call for reasoned thinking.
- The activities should alternate between the abstract and the concrete. The young adolescent is able to follow the logical development of a talk or presentation. Forays should be made into the abstract and speculative.
- The proposed activities should not be deeply distressing to the young preadolescent. He is already anxious about his own bodily reality. Caution should therefore be used in any statements made.
- Any activity proposed to the young preadolescent should contain parameters or reference points. The security they provide is needed at this age.
- The proposed activities should, above all, make use of discussion rather than dogmatism. It should be kept in mind that at this age the young adolescent may become dogmatic. The activities should enable him to qualify his positions.
- The activities should help the young adolescent distinguish between the emotional and the rational.
- The proposed activities should not be founded on categorical opposition to things or people. The issue of authority and power should be handled with consideration and subtlety, while keeping in mind that structure is still needed.

#### 4. *Psychopedagogical profile of mid-adolescence* (ages 15 to 17; senior level of secondary school).

##### **A. Main Characteristics**

**Establishment of formal thought:** The process begun in the previous profile with respect to thought intensifies. The adolescent truly begins to reason, that is, to move beyond the concrete aspect of reality to direct his thinking (hypothetico-deductive reasoning). He is therefore able to think in the abstract and develop lines of reasoning about propositions. He is also able to develop means of verifying his theories.

**Ability to discuss with ease:** Because of the above characteristic, the adolescent becomes very much at ease in discussion and readily exchanges views. He even believes his comments to be original and, at times, exhaustive. He is also able to tolerate the dissent of others. At times, he attempts to impose his views and standpoints.

**Very self-aware:** Conscious of his ability to reason, the adolescent becomes far more aware of himself, his potential and his power. At times he feels himself more independent than he actually is. He takes pleasure in making discoveries on his own. He is going through a period of egocentrism, which may put him at odds with others; as a result, he is quick to notice the weaknesses of others, particularly adults.

**Often believes he is invincible:** At this stage, the adolescent often believes he is invincible. This belief is attributable to his new-found reasoning ability. He sees himself as a reformer; he believes he has the solutions to the problems of the world around him. He may therefore at times become impatient and have difficulty accepting criticism from others. He wants events to unfold rapidly.

**Instability:** At this age, things develop very quickly. His body, his thinking, even his relationships are changing. This gives rise to periods of instability and ambivalence in the adolescent. He changes his ideas very quickly. He undergoes a number of categorical changes in a very brief period of time.

**Grand ideals:** It is not unusual to observe in the adolescent the formulation of unrealistic ideals and plans. This is consistent with the way he sees things. However, he fails to see how these plans and ideals are to fit in with his reality.

***B. How the Profile Influences the Choice of Activities:***

- As the adolescent is now capable of logical thinking, the proposed activities should place considerable emphasis on discussion. Priority should be given to the exchange of ideas.
- The adolescent is someone in a hurry. In order to develop patience and intellectual rigor, the activities should not merely touch on topics and ideas. Some depth of discussion and debate is called for. The adolescent is now capable of this. The activities should also help the adolescent realize the import of these discussions. In other words, he should be encouraged to note implications, consequences and possibilities for turning his words into action.
- The proposed activities should make the adolescent aware of his place in a broader, more complex whole. He should continually be confronted with the reality of situations and people.
- These activities should also make the adolescent aware of any discrepancy there might be between his personal ideals and everyday reality. If this reality is not his own, it may be that of someone else, such as a neighbor or friend.
- The activities should help the adolescent realize the importance of solidarity. No man is an island, and it is important at this age that the adolescent become eminently aware of this. As a result, his views will become less categorical.



## 5. *Psychopedagogical profile of late adolescence* (ages 18 to 20; pre-university, college, Grade 13)

### A. *Main Characteristics*

**Intellectually at ease:** Thinking is better established, better formulated. Reflection is serious and sustained and intellectual cooperation is easier. The adolescent knows how to compare, assess, measure. His thinking now enables him to see the implications and consequences of his actions. He is able to see the hidden motives of certain actions for what they are.

**Ability to empathize:** In his interventions, judgments and reasoning, he is able to take the views of others into account. He becomes more realistic, more level-headed, more critical. Fantasy gives way to reality. He becomes aware of his intellectual capabilities. He is better acquainted with his intellectual limitations and his abilities are seen in proper perspective.

**Establishment of priorities:** At this age, time becomes very important. The adolescent now knows that he must establish his priorities based on his abilities and limitations. His sights are on the future, prompting him to plan, to consider, to explore new avenues. He becomes very pragmatic in his viewpoints, judgments and orientations.

**More acute sense of justice:** Because he is becoming more realistic and pragmatic, he discovers he is to be treated justly and fairly. Others must respect him and hold him in high regard. He reacts strongly to certain injustices towards himself and others. Social justice at times becomes a line of reasoning he wants to pursue and defend. He may even undertake to defend a cause and fight to see justice done.

**More developed social sense:** Although he has become very aware of his priorities, at this stage the adolescent is well aware that he will have to live in society. It is up to him to ensure that this society is viable and that he finds his place in it. Therefore, he does not hesitate to make contacts and establish alliances that will serve him well in the future. He is eminently aware of the social role he will some day have to fulfil.

**Attachments are clearly defined:** At this stage, emotional and social attachments become precise and clearly defined, and are allowed to develop. This becomes very important, even a top priority. Options are considered, weighed, and more clearly articulated. The more mature adolescent knows that choices have to be made and that these choices will affect his life and the lives of others.

***How the Profile Influences the Choice of Activities:***

- At this stage of development, the activities may prompt an awareness in the young adult of the main principles governing national and international politics.
- The activities may also prompt him to compare, evaluate, and observe the functioning of the various social systems.
- The activities may fuel the desire of the more mature adolescent to take a stand and justify it.
- The activities may also call for the young adult to measure his satisfaction with what is occurring around him. He is capable of formulating an opinion in this regard.
- The activities should prompt him to increase his level of awareness and check his plans and ideals against the social, economic and geopolitical realities of the world. These activities should prompt him to take a stand.

## 6. *Psychopedagogical profile of early adulthood* (ages 21 to 25; university, the workplace).

### **A. Main characteristics**

**Intellectually open:** His intellect now allows him to be very open to many things. There is prolonged, ongoing and progressive academic activity. He is able to set about investigating, making discoveries, and finding answers. His ability to concentrate is well-developed.

**Open to the world:** In general, the young adult is open to the world. The major issues interest and even excite him: politics, economics, justice, human rights, and so on. Moreover, his abilities to discuss, debate and be critical allow him to better support his positions. However, the young adult may be highly critical of the incompetence and lack of dynamism of the adult world, and he does not hesitate to express his views, opinions and thoughts on this.

**Realistic approach:** The young adult's approach is realistic, concrete and practical. He wants results quickly. He wants to make his nest and prepare those elements that will be useful to him. He wants his searching and thinking to have some immediate validity without ignoring the future.

**Urgency of external realities:** At this stage, the young adult is oriented mainly toward external realities, i.e., social relationships, career, human and financial resources. Everything is analyzed and considered from this perspective. He anticipates he will soon have to make his contribution to society and is counting greatly on that. He wants recognition and esteem. He acts to ensure that this will come in the not-too-distant future. At this stage, he is becoming ambitious and is prepared to invest in many areas.

### **B. How the Profile Influences the Choice of Activities:**

- The proposed activities should give him the opportunity to talk about what fascinates him about the world and about society. They will also give him an opportunity to defend a cause.



- The activities should also broach the subject of values, priorities, interests, life in the community and politics.
- The proposed activities should enable him to understand that matters of urgency must be analyzed and resolved. One must count on the emergence of concrete solutions.

*7. Psychopedagogical profile of adulthood:* Generally speaking, these characteristics apply to adults twenty-five years of age or older who are relatively independent and are integrated into the workplace.

#### *A. Characteristics*

**Priority of knowledge gained from experience:** The adult has numerous past experiences on which to draw in understanding the present and shaping the future. Moreover, the adult wants to make use of this experience or the knowledge gained from it. He also wants others to be able to benefit from this pool of experiences. He wants to give advice.

**Awareness of self-worth:** The adult knows who he is. He is perfectly well aware of his capabilities, strengths and weaknesses; he is very familiar with them and makes use of them.

**Sense of synthesis:** Because he has considerable experience and has been able to accomplish things, the adult has developed a sense of synthesis. He is able to see things, events and people as a unit, as a whole. The adult is able to draw connections between events, which enables him to judge and assess. One element alone does not have the same importance as its role as part of the whole picture.

**Open to his experience:** The adult is open to his experience, in the sense that it becomes an integrated dimension of his existence, and benefits from this openness. More solid points of reference are established and the adult draws on this experience.

**Potential for independent learning projects:** As he is open to his experience, desirous of benefitting from it, and aware of his capabilities, the adult is able to undertake independent learning projects. He can undertake new and varied topics and he can control the methods and contents.

**Potential for greater reflection:** The intellectual potential of the adult and his maturity in affective, social and other areas allow for increased reflection. He is able to focus on a problem or issue. This reflection is not limited to any particular sphere; any area may be the object of his attention.

***B. How the Profile Influences the Choice of Activities:***

- These activities should “transform” rather than “form”. The adult modifies, transforms, assimilates values, significances and knowledge in light of his own experience. This transformation process requires considerable time, energy, and awareness and presupposes a climate of confidence and psychological security. The activities should therefore not be perceived as either threatening or essentially cognitive, even though the adult wants to learn. They should be neither normative nor too fast-paced. They should not be aimed at perfection or academicism, but rather at developing an awareness leading to forms of immediate or removed solidarity.
- The activities should include a component of synthesis. They should not be only one-dimensional, but should be placed in their broader context. They should be conducive to reflection and open to the world. The structure of the activities should not be imposed from outside, as the adult is able to control both method and content. The role of the facilitator is geared to the adult’s ability to exercise control.
- The activities should be directly or indirectly related to the adult’s life experience. They may be medium- or long-term and frequently draw on that experience.

## *Themes and Objectives*

The activities have been grouped according to five themes:

- Learning about the World through Use of the Map
- All about Differences
- All about Interdependence
- Developing Positive Attitudes
- Involvement through Solidarity.

These themes are, in a way, broad objectives aimed at bringing about an understanding of both the map as a **medium** and of its content from the informational standpoint and as a source of reflection leading to subsequent changes in attitude.

### *Theme 1:*

#### *Learning about the World through Use of the Map*

The map, “A Developing World”, is produced by the Canadian International Development Agency and is consistent with the standard methods and procedures used in the field of geography. It provides an opportunity for obtaining further knowledge about the contemporary world, particularly the developing countries and the least developed countries. The content of the map, “A Developing World”, for educational purposes, stimulates an appetite for knowledge and leads to a more informed state of being, the guarantee of a greater openness to the world.

Study of the map, “A Developing World”, involves movement through three phases that vary both in length, depending on the age of the user, and in complexity, depending on the extent of his knowledge. There are three components of this theme:



- The first is map spelling, which consists in learning the elements of the terminology used in cartography, such as title, symbolization, orientation and finally, scale. No formal study should be undertaken before late childhood, only activities in preparation for the learning of each element of the map. Thus, in front, behind, left and right lead to the points of the compass; the scale takes on meaning when illustrated with walking; the creation by the child of symbols to represent various phenomena will help him better understand the map's legend. This introductory phase will become longer as the map is studied in greater detail.
- The second is map reading. Once the students understand the symbols, the concept of scale as a reduction between the land and the corresponding segment on the map, and the rudiments of orientation, they can then read the map and establish simple relationships, such as drought and famine. This reading can range from simple to complex.
- The third is map interpretation, which begins once the individual is capable of synthesis, i.e., finding the characteristics which give unity to the map. Interpretations in turn lead to reflection about the nature of and reason for the way things are.

The objectives with regard to the first theme are therefore:

- to spell the map, 'A Developing World';
- to read the map;
- to interpret the phenomena represented by the map.

*Theme 2:*

### *All about Differences*

Differences are present everywhere in our day-to-day lives. There are a number of ways of seeing and doing things, of dressing, of expressing ideas and feelings, of speaking, of singing, and so on. We accept and integrate, at times easily, at times with more difficulty, the differences that surround us.

It is now time for us to come into contact with other, more remote differences, those that are mediate or instrumental, those learned about through information, newspapers, television, and so on.

There are three components of this theme:

- We must perceive differences; it must be made known and, in a way, apparent to the senses that some “differences” are common occurrences elsewhere. Sometimes differences are not obvious because of a lack of awareness of other realities; hence, prejudices and stereotypes often merge.
- We should appreciate differences, identify their positive aspects, see them as other ways of doing things. We should look at them without comparing them with how we do things. Appreciation is based on a judgment made according to the cultural situation of the difference.
- Finally, differences must be integrated. They must be part of our daily experience. There must be an awareness that the world is a varied place and that this is normal. Differences should not alarm the individual, but rather enrich his experience.

The objectives with regard to the second theme are therefore:

- to perceive differences;
- to appreciate differences;
- to integrate differences.

*Theme 3:*

### *All about Interdependence*

We are continually in contact with other individuals or groups. We cannot organize our lives without being aware of our interdependence vis-à-vis others: we need them, and they need us. Sometimes this interdependence is obvious; other times, it is not apparent and takes the form of the food, clothing or various objects we use.

There are three components of this theme:

- We must become aware of interdependence and accept that it is part of our daily life, our experience, and that it is expressed in various ways. This awareness is the first stage of a questioning designed to situate ourselves in relation to others and define our relationship to them. In a number of cases, this interdependence is not obvious. It is expressed through intermediaries or transformations.
- This interdependence should be given meaning and the values, actions and consequences of this interdependence judged in terms of fairness, balance, justice, distribution. We must see ourselves in relation to this interdependence and question its true significance, its meaning, its consequences.

29

The objectives with regard to the third theme are therefore:

- to become aware of interdependence;
- to give interdependence meaning.

*Theme 4:*

### ***Developing Positive Attitudes***

A positive attitude is one way of seeing and of being that denotes openness to others who are not perceived as threatening but accepted because they are different. A positive attitude allows for open, friendly behavior based on empathy and respect for the individual.

A positive attitude is a precondition of commitment to a form of immediate or removed solidarity. It is not the result of an academic or bookish knowledge of development, but of a recognition of, and subsequent reflection about the realities conveyed by information.



There are three components of this theme:

- We must be aware of the attitudes, values and prejudices conveyed by individuals, associations and reference groups, educators and the community. These mental attitudes, if negative, quite often find expression in aggressive, unfair and biased behavior towards others. Initially, these attitudes are based on ignorance of the reality of others. We must therefore acknowledge this and at the same time be aware of the impact of the environment, such as the school and the family, and of the society, on the development of these attitudes.
- We must also assess the attitudes conveyed. Positive attitudes may be acquired only after the relevance of the attitudes conveyed has been challenged. Any change in attitude must be preceded by an awareness of the shortcomings and misinterpretations in the attitudes conveyed, without placing the blame for their formation on the medium.
- We must develop new attitudes by either creating them or changing existing attitudes. This implies the acquisition and, above all, integration, through reflection, of knowledge leading to the individual's identification with the explicit or implicit values and messages conveyed by this knowledge. A change in attitude is the result of a vision of the broader world and an awareness, however limited, of the wealth and contribution of differences and the need for interdependence.

The objectives with regard to the fourth theme are therefore:

- to develop an awareness of attitudes, values and prejudices;
- to assess the attitudes conveyed;
- to develop new attitudes.

*Theme 5:**Involvement through Solidarity*

A positive attitude and openness to others and to the world ultimately leads to acts of solidarity; one is not afraid to become involved in concrete action. It is not enough to have knowledge, understanding or good intentions; one must also develop commitment, the sign of a positive attitude. Any type of communication with others, in whatever form, is the start of a network of solidarity.

There are three components of this theme:

- A list of forms and networks of solidarity, such as non-governmental organizations (NGOs) involved in development and organizations working in the field of development education, is a good starting point, a way of finding out *who is doing what, where, when*. The list also includes the terms of intervention, eligibility criteria, and so on. It may also be used to draw a map of interventions in the immediate community.
- One can become involved in immediate solidarity (at home) and join a group active primarily in the community. Usually, the activities will be aimed at consciousness-raising or generating support for community projects. One can also establish such a group and have an impact on the community.
- One can also become involved in removed solidarity (overseas) and engage in activities with distant partners.

The objectives with regard to the fifth theme are therefore:

- to list the forms and networks of solidarity;
- to become involved through immediate solidarity;
- to become involved through removed solidarity.

## *Summary of Objectives*

- to spell the map, “A Developing World”,
- to read the map,
- to interpret the phenomena represented,
- to perceive differences,
- to appreciate differences,
- to integrate differences,
- to become aware of interdependence,
- to give interdependence meaning,
- to develop an awareness of attitudes, values and prejudices,
- to assess the attitudes conveyed,
- to develop new attitudes,
- to list the forms and networks of solidarity,
- to become involved through immediate solidarity,
- to become involved through removed solidarity.

All of these objectives may be achieved in various ways and by various means, depending on the psychopedagogical profile. The proposed activities are neither absolute nor exhaustive with respect to form and order.

It must quite simply be remembered that development education, through the map, “A Developing World”, must be used to promote a broader, more open outlook on the part of individuals and to increase understanding and tolerance among peoples.



These activities are of a spiral, or concentric, nature. The same objectives and appreciably the same activities may be found at several levels. The approach is adapted to suit the characteristics of the psycho-pedagogical profile in question, differing not in the nature of the activity, but in the level of understanding, of reasoning, of model building (or formalization of thought), of language and in how the activities influence acts of solidarity.

Therefore, the objectives and content gradually become more complex, to take into account the changes in cognitive and reflective ability and the means by which individuals acquire knowledge.

## *Structure of the Sheets*

The sheets contain the following elements:

**TITLE** of the activity

**THEME** of the activity

**OBJECTIVE(S)** corresponding to the theme

**SUBJECT AREA(S)**, where appropriate

**NATURE AND TYPE** of the activity

**DURATION** (approximate) of the activity (as a guideline only)

**SUMMARY** of the activity

**DETAILED DESCRIPTION**

- content: the purpose of the activity
- proposed use: steps to follow
- materials needed (an attempt has been made to limit these to the map “A Developing World”)
- presentation strategy: the role of the facilitator, teacher
- learning strategy: the role of the pupil, student or adult
- reinforcement strategy: how to reapply the concepts, values or attitudes conveyed by an activity

**COMPLEMENTARY ACTIVITIES:** other possible variants of the activity. Some additional explanations are called for regarding the nature and form of the activities chosen.

## *Nature of the Activities*

They may be:

- **cognitive:** These are aimed at the acquisition, understanding or application of knowledge pertaining to various elements learned using the map or based on the map (names of countries, geographical, demographic, economic, political features, etc.) and knowledge gained from courses, lectures, independent readings or guided research;
- **creative:** These are aimed at the creation of a work directly or indirectly related to the map. Posters, displays, the presentation of a play, essays, and so on are examples of this kind of activity;
- **reflective:** These are aimed at promoting reflection about the world and about the interrelationships of countries, based on knowledge of facts or events. This reflection may be personal (for example, in the form of an essay) or collective (for example, in the form of a discussion).

These kinds of activities may be combined (for example, the making of posters while doing documentary research), or engaged in separately. They will usually involve some form or another of reflection.



## *Use of the Activity Sheets*

This activity kit may be used in various ways, depending on the context, class or psychopedagogical level of the group. The description of the activities is heuristic and aimed at stimulating the creativity of the group or promoting the development of new activities. It need not be strictly adhered to; rather, it should be adapted or used to inspire more effective intervention in the field of development education as a whole, particularly through use of the map, "A Developing World".

36

The sheets may be reproduced and distributed to small groups (work by activity centre) or used in several classes at the same time.

The proposed activities may be modified and adapted to suit profiles other than those under which they appear, and new activities may also be created, based on the psychopedagogical profiles and their influence on the choice of activities.

Every effort should be made to integrate these activities into the regular curriculum and to use the map, "A Developing World", as a basis for examples and exercises.

The sheets available in the kit will be regularly updated, and new activities will occasionally be added, based mainly on the suggestions received from users.

Finally, it must be remembered that it is not the completion of an activity that is important, but rather the creation of a climate favorable to intercultural awakening, curiosity, a change in attitudes, solidarity. In this regard, the map, "A Developing World", is an excellent starting point.





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